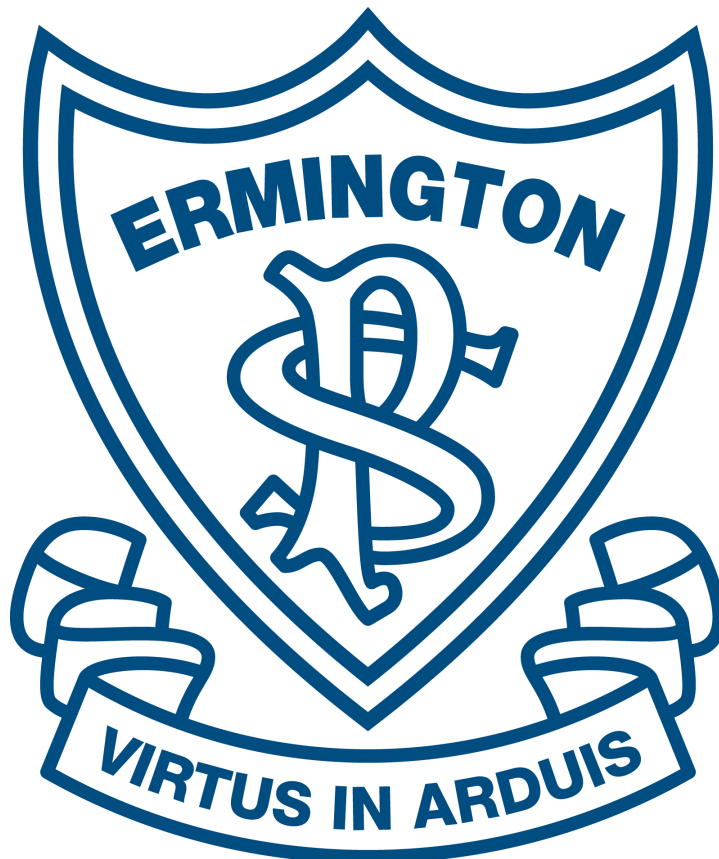


# 2021 Annual Report

Ermington Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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## School vision

At Ermington Public School, we believe that every student, every teacher and every leader should be committed to ongoing growth and improvement by drawing upon the school values of engaged, proud, successful learners. This will be achieved through a school ethos that fosters high expectations, strong collaboration and evidence based pedagogy which will further enhance the strong school culture of Ermington Public School which champions perseverance, resilience and strength as exemplified in the school's historic motto *Virtus in Arduis* - there is virtue in hard work.

## School context

Ermington Public School is an innovative, dynamic school inspiring all students to be Engaged, Proud and Successful. The school is situated in West Ryde within the Ryde Network of schools and has an enrolment of 431 students, inclusive of two opportunity classes which cater for high potential and gifted students. The school consists of a diverse student population which includes 71% of students from a language background other than English, a small number of students from an Aboriginal and Torres Strait Islander background and students with varying academic and social emotional needs.

Ermington Public School is staffed by teachers who pride themselves on the ability to utilise current trends, research and evidence based practice to form the basis of teaching and learning programs. The staff are committed to strategic improvement over 2021-2024 and continual monitoring through strategic timelines. The collection of data sets will take place to ensure evidence of student growth, improvement in teacher practices, strengthened student wellbeing and improved community connections.

Ermington Public School prides itself on ensuring the diversity of students are provided with a high quality education through the implementation of evidence based practices, strong wellbeing programs and effective literacy and numeracy programs. The school provides a variety of extra-curricular programs including sporting and performing arts to engage all learners. Staff are dedicated and committed to continuous improvement of student outcomes through differentiated practices and personalisation of learning.

The situational analysis for Ermington Public School conducted in 2020 with key stakeholders including students, staff, parents and the community provided a rigorous analysis of internal and external data and led to the comprehensive and detailed overview of the improvement measures required for Ermington Public School. Evidence from the situational analysis pinpointed a number of key drivers to improve student outcomes. These drivers are the shared values of the whole school community and are key to ongoing school and student improvement.

These include:

- Lifting the literacy and numeracy outcomes through evidence based practices as per Department of Education system negotiated targets.
- Enhancing data driven practices to inform high quality and high impact teaching and learning.
- Strengthening differentiated teaching practices to personalise learning that is dynamic for all students.
- Implementing strong wellbeing and social emotional learning programs to strengthen student belonging, resilience and self-awareness.
- Growing great educational leaders who inspire and engage teachers and students who work together collaboratively to drive improvement throughout Ermington Public School.
- Developing effective assessment for, as and of learning principles and processes to enable student goal setting, quality teaching and learning design and improved monitoring of student knowledge, understanding and skills.
- Building strong community connections and increasing parent engagement to work together to enhance learning and wellbeing outcomes of the student population.

Ongoing monitoring of school and students performance against the strategic directions and initiatives will determine measures of success and improvement. This will guide the practices of teachers, learners, leaders, parents and community over the course of the Ermington Public School 2021-2024 Strategic Improvement Plan.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling



## Strategic Direction 1: Student growth and attainment

### Purpose

To improve literacy and numeracy outcomes for all students through evidence informed practices, effective data analysis and responsive, quality teaching and learning programs.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence informed teaching practice
- Responsive quality teaching and learning

### Resources allocated to this strategic direction

**QTSS release:** \$76,800.83

**Professional learning:** \$6,540.00

**Literacy and numeracy:** \$19,702.18

**Literacy and numeracy intervention:** \$35,317.00

### Summary of progress

Ermington Public School implemented quality instructional leadership initiatives alongside professional learning to improve teacher capabilities focused on explicit and evidence informed teaching practices in literacy and numeracy. This resulted in the K-2 staff developing knowledge and skills in phonemic awareness, decoding strategies for reading and became increasingly confident in using the literacy learning progressions to set individual literacy goals for students and track student development. The acquisition of decodable readers both print and online alongside instructional leader support enabled implementation of quality reading programs.

Staff K-6 engaged in data informed practices where they engaged deeply with data to set goals for learners and differentiate teaching and learning programs. Differentiation continued to occur online through Zoom where teachers were responsive to student needs and provided small group, tailored learning activities. Data Informed Practice Sessions proved instrumental to the improvement of teaching and learning in writing. Differentiated goal setting occurred for individual students and learner progress was tracked through data sheets. Collaborative practices occurred and teaching staff shared the successes of their students as a result of Data Informed Practice Sessions.

In addition evidence based literacy and numeracy intervention programs were implemented for identified students and progress and achievement was tracked. These programs were delivered by trained Learning and Support Teachers and School Learning and Support Officers in a face to face capacity and in an online mode during the learning from home period to ensure educational continuity and optimal tailored support.

In Numeracy for 2021, there was an increase of 1.5% in the top two bands in Year 3, the highest percentage in the top two bands since 2018. In Year 5 for numeracy, there was an increase of 0.3% in the top two bands with Ermington Public School having the highest percentage in the top two bands since 2013. The school has met the lower bound system target for Year 5 and is on track for meeting system negotiated targets.

In Reading for 2021, there was an increase of 6.7% of students in the top two bands in Year 3, the highest percentage in the top two bands since 2018. In Year 5 for reading, the number of students in the top two bands has been similar to previous years. The school is on track towards the lower bound system negotiated targets.

To move towards achieving our progress measure Ermington Public School needs to continue to ensure high quality professional learning, an instructional leader model and implementation of evidence based practices to ensure student growth and attainment in literacy and numeracy.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands</b>	• 65.15% of students achieved in the top two bands in NAPLAN reading

<p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Reading</b> of 65.5%.</p>	<p>indicating progress yet to be seen toward the lower-bound target.</p> <ul style="list-style-type: none"> <li>• 62.12% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating achievement exceeding the lower-bound target.</li> </ul>
<p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Numeracy</b> of 60.7%.</p>	<p>In reading, 62.5% of students achieved expected growth in NAPLAN which is indicating progress toward the lower bound target.</p> <p>In numeracy, 70% of students achieved expected growth in NAPLAN which is indicating achievement exceeding the lower-bound target.</p>
<p><b>Expected Growth</b></p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN <b>Reading</b> to be moving towards the school's lower bound system-negotiated target of 66.2%.</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN <b>Numeracy</b> to be moving towards the school's lower bound system-negotiated target of 65.6%.</p>	



## Strategic Direction 2: Diversity and Engagement

### Purpose

To ensure equitable outcomes and high level engagement for the diversity of learners through goal driven, explicit and dynamic programs that are tailored to meet the needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engaged - Proud - Successful
- Diverse and Dynamic

### Resources allocated to this strategic direction

**Professional learning:** \$12,000.00

**Low level adjustment for disability:** \$7,484.69

**English language proficiency:** \$2,096.65

### Summary of progress

The Engaged - Proud - Successful initiative transformed the way in which staff ensure positive student wellbeing. The implementation of the Zones of Regulation program provided all teachers, staff and students with a common framework of understanding and support mechanisms for emotional regulation. Consistent language utilising Zones of Regulation terminology, wellbeing mentor programs, playground check ins, whole school curriculum delivery and peer support involving emotional regulation lessons proved effective in enhancing student wellbeing and ensuring an improved inclusive, respectful and supportive culture within the whole school community.

The Diverse and Dynamic initiative in 2021 focused on the implementation of professional learning communities and collaborative conversations in literacy and numeracy to ensure teachers had deep understanding of the diversity of student needs within the school and to pinpoint areas for student improvement. The Literacy Professional Learning Community have established goals for implementation to ensure explicit teaching and improved differentiation in literacy. The Numeracy Professional Learning Community have identified areas for growth, targeted teaching, resourcing and reflective practice opportunities to ensure ongoing student improvement.

To move towards achieving our progress measure Ermington Public School needs to further develop a consistent wellbeing framework to ensure all students are engaged, proud and successful. Continuation of chaplain support and recruitment of a wellbeing mentor to provide individualised support will be advantageous to ensure equitable outcomes and provide learning and social-emotional support for a diversity of students.

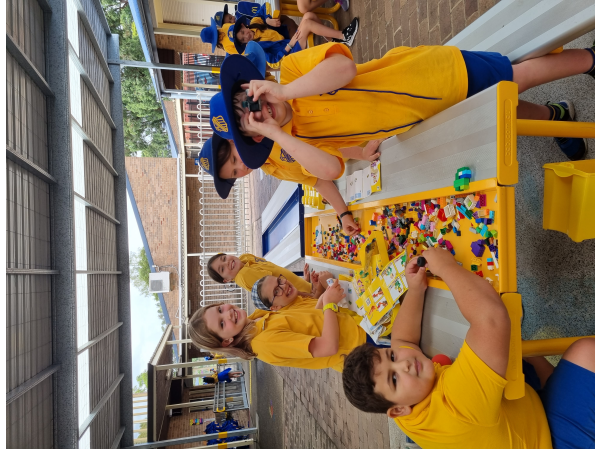
### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Wellbeing</b>  TTFM Wellbeing data (advocacy, belonging, expectations) is moving towards the school's lower bound system-negotiated target of 91.1%.	<p>The Tell Them From Me data shows the percentage of students with a sense of belonging at Ermington Public School is 74%. Those with positive relationships e.g. friends they trust who encourage them to make positive choices is 81% and 91% of students indicated they displayed positive behaviour at school.</p> <p>Year 5 Opportunity class students sit Tell Them From Me when they are newly arrived to Ermington Public School and this cohort may still be developing a sense of belonging and positive relationships within the school at the time of the survey.</p>
<b>Attendance</b>  Improvement in the percentage of students attending school more than	<p>Ermington Public School has improved attendance systems and processes with high level focus on students attending school more than 90% of the time. The percentage of students attending school more than 90% of the time is currently at 86.42%.</p>

90% of the time to be moving towards the school's lower bound system-negotiated target of 91.0%.

- The number of students attending greater than 90% of the time or more has increased by 2.14%.



## Strategic Direction 3: Inspirational Leadership and Strong Community Connections

### Purpose

To enhance the educational leadership of the school through commitment to a high expectations culture and collaborative ethos enabling strong community connections to improve student outcomes.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Inspirational Educational Leadership
- Thriving Partnerships

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$2,160.00

### Summary of progress

The Inspirational Education Leadership initiative in 2021 focused on growth of executive leadership and capacity to lead school improvement effectively, inspire teachers and build capacity of others via professional learning communities. The leadership team undertook various professional development seminars to deepen knowledge of effective leadership. This included the 7 Habits of Highly Effective People and NSW Department of Education Middle Leaders Programs. As a result of engaging with professional learning and research, leaders are demonstrating confidence in leading professional learning communities and activating Spirals of Inquiry approaches to improve leading, teaching and learning across the school.

The Thriving Partnership initiative in 2021 focused on the increase of parent engagement and partnership to improve student learning outcomes. Teaching staff trialed parent goal setting sheets in Term 1 and gained greater understanding of parent perspectives and goals for their child. Staff were encouraged to strengthen relationships with parents through phone conversations and Seesaw sharing of student work and comments on learning and wellbeing progress. The COVID-19 Learning from Home period provided a collaborative space for teachers to work in conjunction with parents to ensure educational continuity of students. The school team effectively utilised Zoom to ensure parents and students were well informed in school operations. Parent Cuppas and Catch Ups through Zoom were effective and engaged a range of parents and supported parents to develop knowledge about education in a pandemic, child wellbeing and digital learning programs. In addition, by working with Relationships Australia, Ermington Public School was able to provide parents with greater understanding of Cyber Safety through an online workshop with Dr Kristy Goodwin.

To move towards achieving our progress measure Ermington Public School needs to strengthen the professional learning and research informed practices of executive staff in order to lead quality teaching and learning across the school. In addition, parent and community connections in a face to face capacity need to be re-established to ensure quality partnerships and engagement exist so to deepen student and community success.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>High Expectations Culture</b> Percentage of teachers participate in professional learning communities within the school led by the executive team to ensure deep learning, accountability, observations of practice, feedback and performance evaluation/review to drive student growth is moving towards the school identified target of 100%.	Analysis of professional learning communities indicated that 100% of teachers engaged in observations of practice, feedback and performance evaluation to drive student growth indicating achievement of the school identified target.  All teachers were invested and engaged in professional learning communities focused on literacy and numeracy. Staff showed competence in analysing data, evaluating programs and sharing student work samples. There is high commitment and evaluative practice occurring and ownership of directions to drive student growth.

**Community Engagement and Satisfaction**

The Tell Them From Me parent survey data for satisfaction is moving towards the state target.

Delayed initiatives in Terms 3 and 4 has required this work to be postponed to 2022.

Internal school data provides insight to parent satisfaction with the school. A collaborative, supportive culture coexists between the school and the community. Future data collection will incorporate the Tell Them From Me Parent Survey.





Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in planning and development of teaching programs to provide targeted support to students.</li> <li>• School chaplain engaged to support refugee students and liaise with families around wellbeing issues.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> regular and responsive provision of small group learning, SLSO support, and wellbeing support for refugee students leading to improved outcomes for these students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Transition to high school and focused wellbeing support as these students will be at High School in 2022.</p>
<p>Integration funding support</p> <p>\$153,890.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ermington Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around autism, trauma informed practice, ADHD and MAPA.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around functional behaviour assessments and behaviour support</li> <li>• consultation with external providers for the implementation of emotional regulation support programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional SLSO support for students with identified needs where targeted programs have been implemented. Quality Professional Learning where staff are feeling confident to support students with complex needs. Functional Behaviour Analysis implementation to set directions and goals for individual students. Improved collaboration with parents, school counsellor, teacher and Learning and Support team to develop personalised goals for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> PLSPs to become more dynamic and similar to DIPs goal setting sheets.</p>

<p>Integration funding support</p> <p>\$153,890.00</p>	<p>Wellbeing and emotional regulation support coach for students with Integration funding Support. Develop individual toolkits with learning and wellbeing must do and can do activities.</p>
<p>Socio-economic background</p> <p>\$14,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ermington Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• equitable access to specialist resources</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> quality chaplain support enabling social skills programs and wellbeing support and the provision of equitable opportunities for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to engage a school chaplain for wellbeing and social support.</p>
<p>Aboriginal background</p> <p>\$3,248.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ermington Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal families engaging in the Personalised Learning Plan process and collaborating with classroom teachers on literacy, numeracy and cultural goals. Students also engaged in literacy intervention programs enabling individual learning goals to be met.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further building capacity of teachers to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$136,638.08</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ermington Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Diverse and Dynamic</li> <li>• Other funded activities</li> </ul>



<p>English language proficiency</p> <p>\$136,638.08</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>Teaching staff worked closely with EAL/D specialist staff to develop differentiated practices in literacy and numeracy. The EAL/D team provided professional learning to teachers on high expectations utilising CESE What Works Best research and guides. To develop English language proficiency, staff supported students through Zoom and online reading programs to build fluency.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>EAL/D students are more confident and prepared to take risks with their language use, evidenced through teacher observations and work samples. In addition, there is greater differentiated practice occurring to support EAL/D learners.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To ensure personalised and targeted professional development is provided to each teacher in the form of mentoring, co-teaching and co-planning to develop the English language proficiency of students.</p>
<p>Low level adjustment for disability</p> <p>\$132,053.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Ermington Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Engaged - Proud - Successful</li> <li>Diverse and Dynamic</li> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>engaging a Learning and Support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>improved learning, support and wellbeing programs including the Zones of Regulation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to further expand the impact of the Learning Support team, the school will provide additional support for identified students through the employment of trained School Learning and Support Officers.</p>
<p>Literacy and numeracy</p> <p>\$21,862.18</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ermington Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Evidence informed teaching practice</li> <li>Inspirational Educational Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>online program subscriptions to support literacy and numeracy</li> <li>targeted professional learning to improve literacy and numeracy</li> <li>teacher release to engage staff in Data Informed Practice Sessions (DIPS)</li> <li>purchasing of decodable readers for guided and shared instruction</li> </ul>

<p>Literacy and numeracy</p> <p>\$21,862.18</p>	<p><b>The allocation of this funding has resulted in:</b> implementation of decodable readers and improved phonemic awareness for K-2 students and inferential comprehension.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continual data tracking through literacy progressions, Progressive Achievement Tests and SPELD assessments. Targeted teaching will be implemented to address gaps in reading.</p>
<p>QTSS release</p> <p>\$76,800.83</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ermington Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence informed teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice as a result of instructional leader mentoring in reading and literacy programs through Data Informed Practice Sessions and classroom support. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> ongoing development of teachers in evidence based-practices, instructional leader support and ongoing data analysis to ensure student learning outcomes continue to improve.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ermington Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence informed teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through support programs for identified students performing below the expected level for their stage. In addition to instructional leader guided professional learning to build teacher capacity in numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>targeted small group check ins and data collection to ensure growth.</p>
<p>COVID ILSP</p> <p>\$54,574.89</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals and achievement in the learning progressions sub-elements of phonological awareness and understanding texts</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	221	221	236	234
Girls	195	181	179	195

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	94.2	94.7	95.3
1	94.7	94.1	91.9	96.2
2	93.7	93.7	94.6	96.4
3	94.5	93.3	91.6	95.2
4	96.8	94.8	93.3	93.6
5	96.4	96.4	95.2	96.7
6	94.5	94.1	95.4	94.7
All Years	94.9	94.4	94	95.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	15.1
Literacy and Numeracy Intervention	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	3.42

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	141,779
<b>Revenue</b>	4,309,975
Appropriation	3,994,145
Sale of Goods and Services	27,010
Grants and contributions	288,112
Investment income	341
Other revenue	368
<b>Expenses</b>	-4,000,643
Employee related	-3,513,235
Operating expenses	-487,408
<b>Surplus / deficit for the year</b>	309,332
<b>Closing Balance</b>	451,111

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	154,653
<b>Equity Total</b>	279,806
Equity - Aboriginal	3,249
Equity - Socio-economic	15,351
Equity - Language	136,638
Equity - Disability	124,569
<b>Base Total</b>	3,059,297
Base - Per Capita	102,304
Base - Location	0
Base - Other	2,956,992
<b>Other Total</b>	344,205
<b>Grand Total</b>	3,837,962

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The Tell Them from Me survey captured the satisfaction of students in Years 4-6, providing insight to social-emotional outcomes and engagement at Ermington Public School. Some results need to be interpreted carefully given school operational changes over 2020 and 2021 due to COVID-19.

- 78% of students indicated a high rate of participation in sports
- 57% of students indicated that they had a high rate of participation in extra-curricular activities
- 74% of students felt accepted and valued by their peers and by others at school.
- 81% of students indicated they had positive relationships with peers
- 93% of students value schooling outcomes
- 64% of students indicated they have positive homework behaviours
- 77% of students Positive teacher relationships and teacher expectations for success were also rated highly.

Trend data shows increases in the percentage of students in Year 4, 5 and 6 who participate in sport and extra curricular activities and those who engage in homework and try hard to succeed in their learning. Further areas for growth include students building trusting, positive relationships with peers and valuing school outcomes.

Staff engaged in consultation points over the course of 2021. This occurred through various meetings and regular opportunities for feedback on school operations. Teaching and non teaching staff indicated high levels of satisfaction related to the school strategic directions and support provided in maintaining teaching and learning programs and school operations over the COVID-19 period..Parents were highly supportive of the school through 2021 and there was high engagement in parent zoom sessions and workshops. Parent Cuppa and Catch Ups via Zoom provided a supportive platform where parent could ask questions and receive advice related to learning and wellbeing from school personnel and specialist staff.



# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.