

2021 Annual Report

Ermington West Public School



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Introduction

The Annual Report for 2021 is provided to the community of Ermington West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

At Ermington West Public School, our vision is to have the highest expectation of learning for every student. We will encourage, guide and challenge students so they can work to their full potential. We will build strong, collaborative partnerships with the school community and work towards a shared responsibility for student improvement to create confident and resourceful individuals who have the ability to thrive in life.

School context

Ermington West is part of the Carlingford Network of schools and is located in the north western area of Sydney. The school has an enrolment of approximately 160 students representing 27 language groups with approximately 5% of students who are Aboriginal. Our students come from diverse socio-economic backgrounds and there is a strong focus on belonging among the whole school community.

The school's motto, I Strive, encompasses the desire for students to reflect on and take responsibility for their own academic growth and improvement and as lifelong learners be engaged and active contributors in society. The school has high expectations of every student and provides a variety of learning opportunities so that students can strive to do their best.

There is a close partnership between parents, carers, school leaders and teachers to support the learning and wellbeing of students. The school has an active Parents and Community Association (P&C) who are involved in decision making about whole school matters.

The school provides a range of extra curricula opportunities for students to excel in areas of Sport, Creative Arts and Technology. The school has completed a Situational Analysis in which we have identified three directions for further development in our four-year Strategic Improvement Plan. Our strategic directions build upon the previous work undertaken by the school in the 2018-2020 School Plan.

Through the Situational Analysis the school has identified the need to embed high quality whole school literacy and numeracy practices which are data driven to drive student growth and attainment in reading and numeracy. Continual analysis and reflection of student data will determine areas for success and need at an individual, class and school level. Teachers will participate in literacy and numeracy professional learning which are evidence based to deliver explicit and differentiated teaching and learning experiences for students. Teachers will have high expectations of learning and communicate learning intentions and success criteria to students so there is a clear understanding of expectations for all students. Assessment data will be evaluated against collaboratively planned criteria to ensure consistency of teacher judgement and to give appropriate, effective and timely feedback to students about learning success and areas for further improvement.

There will be a stronger emphasis on collaborative practices where teachers and school executive have the opportunity to participate in professional learning communities and gain feedback about their practice to become effective leaders of teaching and learning in the classroom and across the school. Instructional Leadership will be a focus to develop a culture of whole school improvement through reflection of teaching practices. Staff will have opportunities to lead and collaborate within teams to implement, monitor and evaluate areas of the school strategic improvement plan and share results with the staff.

Whole school behaviour management and wellbeing systems will be implemented to promote a positive, safe and inclusive school environment where every student is given the opportunity to thrive. Partnerships and ongoing communication with parents, carers and members of the school community will continue to be fostered to support the learning and wellbeing of every student and ensure successful student transitions to primary school and into high school.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 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	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to achieve student improvement in reading and numeracy, we will deliver evidence based professional learning in reading, writing and numeracy to build teacher capacity to deliver explicit teaching and ensure that all students make learning progress.

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.

- Reading and Literacy Practices
- Numeracy Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$20,000.00

Per Capita Funding: \$12,000.00

Professional learning: \$13,500.00

Socio-economic background: \$38,078.00

English language proficiency: \$2,652.00

Low level adjustment for disability: \$47,086.00

Aboriginal background: \$1,100.00

Summary of progress

READING AND LITERACY PRACTICES

High Impact Professional Learning- K-6

Analysis: The evidence showed that the professional learning conducted on InitaLit was undertaken by all K-2 staff in terms 1 and 2. Executive conducted regular conversations and planning sessions with K-2 teachers to ensure that the planning for the implementation of InitaLit was effective. Teachers reported that they had increased knowledge of phonemic awareness and phonics and felt confident in delivering explicit phonics programs. We have seen positive changes in the way teaching and learning programs now incorporate explicit reading strategies which has been confirmed through classroom observations of explicit teaching strategies. The embedded assessments from InitaLit in the areas of phonics and reading fluency shows a significant increase student performance data from baseline data.

Implications: To move towards achieving our progress measure we need to continue to develop K-2 teachers professional knowledge of phonics and effective reading instruction and practices. through targeted professional learning. We will share the skills and knowledge from this professional learning with teachers across other stage groups. We need to plan for the regular collection and analysis of InitaLit data on a regular basis. to monitor improvements in reading performance. This has been impacted by the COVID lockdown 2021. To further support the implementation of this program we need to purchase additional decodable readers and a mixture of predictive texts and to provide additional PL for teachers around the effective use of these resources.

Numeracy Practices

Analysis: The evidence showed that Number talks were implemented into teaching and learning programs. Teachers received professional learning and engaged in dialogue about number talks during collaborative planning. Number talks were used to encourage students to use known strategies and explore other ways of solving real life problems. Students participated in discussions about effective strategies to complete problem solving tasks and used mathematical reasoning to determine solutions. Effective solutions were modelled to encourage mental computation and fluency.. Number talks are recognised as a daily routine by students and teachers through consistent practice across K-6. During remote learning students continued to participate in number talks during Zoom sessions. Continued implementation of daily number talks will be highly recommended to increase mental computation skills and students fluency with using a variety of strategies to solve problems.

Implications: To move towards achieving our progress measure we need to continue to embed number talks in our school's numeracy guidelines. Teachers will participate in further professional learning about the significance of number talks and will be required to show evidence of the practice in their numeracy sessions and to their AP's. The impact of number talks will be monitored through the regular collection of numeracy data . NAPLAN and check in assessment data will be analysed to provide feedback to teachers about gaps in learning and to provide small group or individualised

support for targeted students.. The impact of number talks will be increased mental computation fluency and progress towards system negotiated targets..

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
<p>TOP 2 NAPLAN BANDS</p> <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 Reading of 45.1%.</p> <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 Numeracy of 43.7%</p>	<ul style="list-style-type: none"> • 45.5% of students achieved in the top two bands in NAPLAN Reading indicating progress beyond the lower bound target of 45.1% and movement towards the upper bound target of 50.1% • 27.2% of students achieved in the top two bands in NAPLAN Numeracy indicating progress yet to be seen toward the lower-bound target.
<p>EXPECTED GROWTH</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 67.4%</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 72.9%</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in NAPLAN Reading increased to 50% indicating progress towards the lower bound target. • Percentage of students achieving expected growth in NAPLAN Numeracy decreased to 45% indicating progress yet to be seen toward the system-negotiated target.

Strategic Direction 2: Collaborative Practices

Purpose

In order to develop great teachers and future leaders, we will create a strong culture where teachers feel supported to engage in professional discussion, observation & reflection; reflective practices and meaningful collaboration to drive high level improvements across the school community.

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.

- Collaborative Planning Practices
- Leadership through Collaboration

Resources allocated to this strategic direction

6101 Rollover Funding: \$11,055.00

Professional learning: \$11,445.00

English language proficiency: \$32,000.00

Low level adjustment for disability: \$12,070.00

Summary of progress

COLLABORATIVE PLANNING PRACTICES

Collaboration through Planning Days

Analysis: The evidence showed that the collaborative planning days were implemented across Kindergarten to Stage 3 teams from term one onwards. The planning days were scheduled once in term one and in week 6 and 9 in term two. School executive collaboratively designed an agenda for planning days so that there were consistent practices across the school. The agenda included analysis and reflection of reading and numeracy data and the design of explicit teaching and learning programs to address gaps in learning. School executive were also able to support other teachers in the design of high impact teaching and learning programs. Teachers were also able to discuss and collaboratively plan and schedule formative and summative assessments to assess the actual learning level of each student to make adjustments to teaching practices. Teacher feedback has indicated that stage teams valued the opportunity to meet regularly with a focus on developing data informed practices. In term 3 during remote teaching and learning from home, stage teams were given opportunities to meet regularly via Zoom and continue to plan collaboratively to deliver remote learning to students. It was difficult to regularly schedule formative and summative assessments as all students were not accessing online learning regularly. In term 4, teachers were able to collaboratively plan for semester two reporting to parents and make consistent judgements about student effort and commitment during home learning and face to face learning.

Implications: To move towards achieving our progress measure we need to continue to schedule planning days so that teams can be supported to develop data informed practices that will have a positive impact on student performance in identified areas. Teachers will receive professional learning on how to analyse and reflect on student data especially in the areas of reading and numeracy and engage in professional dialogue about how they can improve student learning outcomes. The design of explicit teaching and learning programs that are reflective of curriculum outcomes will ensure the delivery of high impact teaching practices across K-6. CESE- What Works Best evidence based practices will be utilised for teachers to engage in reflective discussions about teaching and learning in English and mathematics.

LEADERSHIP THROUGH COLLABORATION

Collaborative Partnerships with Cumberland Community Connections for School executive and aspiring leaders.

Analysis: The evidence showed that principals belonging to the Cumberland Community Connection (CCC) met to discuss scheduling regular meetings to share professional learning with a focus on the School Improvement Plan (SIP). Plans were in progress for school principals and aspiring executive to collaborate on strategic areas of their school improvement plan and support the implementation of activities across schools however due to the COVID pandemic these plans had to be abandoned as schools went into remote learning in term 3 and the beginning of term 4. School executive across the CCC attended professional learning early in term one on how to deliver direct and effective communication with staff about teaching and learning. The professional learning was valuable and has been utilised when providing feedback to school executive and teachers about their practice and performance.

Implications: To move towards achieving our progress measure we need to continue to actively collaborate with Principals', school executive and aspiring leaders through the CCC to share professional knowledge, engage in professional dialogue and, participate in professional learning to build the capacity of school executive and teachers to drive improvements in student performance especially in reading and numeracy.. The impact will be increased teacher capacity to deliver the targets of the school improvement plan.

Professional Observation and Feedback Practices

Analysis: The evidence showed that school executive and teachers developed PDP's which were aligned with the initiatives of the school improvement plan (SIP). The goals reflected the professional learning activities that was outlined in the SIP. Professional learning and feedback practices were implemented though this needed to be regularly timetabled so that school executive and teachers were aware of their professional obligations. Timetabling also needed to be prioritised to give school executive time prior to the lesson to discuss the focus of the observation with the teacher and give explicit feedback to the teacher after the observation.. Stronger processes around professional development practices will need to be further developed and implemented in 2022. Teachers seeking accreditation could have received additional support from an identified teacher mentor as well as their Assistant Principal. This will be a focus area in 2022.. QTSS resourcing will be utilised effectively to support the implementation of the school's professional development practices in 2022..

Implications: The impact has been that all school executive and teachers have completed their professional development plans. Teachers individual goals reflect the priority areas of the school improvement plan as well as areas for their own professional development. Teacher's have completed their self- assessment and analysis of their goals and recorded any barriers that impacted on them achieving their goals. The COVID pandemic made it difficult for regular observation practices to continue as teachers were teaching remotely and not able to be observed in their classrooms. Teachers were able to collaborate however this was done via Zoom. The regular collaboration led to stronger remote learning programs delivered to students. The collaboratively designed programs were differentiated and the flexibility allowed for all students to be able to access learning from school or home. The COVID pandemic impacted on the school being able to implement regular observation and feedback practices which will be prioritised for 2022. School funding will be utilised and regular observation, feedback and reflection scheduled to ensure that teachers are delivering high quality teaching and learning which drives improvement in student performance.

Assistant Principal- Instructional Leader

Analysis: The evidence showed that the Assistant Principal Instructional Leader role was not created in 2021. The funding for the role was used to create an additional stage 2 class due to the complexity of learning and well-being needs across stage 2. The funding was used to provide smaller class sizes to target specific literacy and numeracy gaps in learning. K-6 teachers. K-2 teachers gained some knowledge of the sub elements of Phonological Awareness and Phonics in the Literacy Progressions through their participation in the Effective Reading Strategies professional learning. Phonics professional learning modules in term 3 and 4 provided further links to the Literacy Progressions. Teachers in years 3-6 participated in professional learning about vocabulary development and gained knowledge about the links to the Literacy Progressions through the professional learning. Internal reading and numeracy data was analysed at grade planning sessions to plan for further learning. Regular reading and numeracy data schedules were developed in term 4 with planned implementation in 2022.

Implications: To move towards achieving our progress measure we need to continue to develop professional knowledge about effective data informed practices and plan for the regular collection and analysis of internal school data among grade and stage teams. Teachers will meet regularly with their teams to discuss the reading and numeracy data that has been collected and reflect on student progress towards learning outcomes. Teams will then plan to address gaps in learning or for extension for targeted students. Teachers will also gain professional knowledge of how to compare internal school data with student performance in external assessments such as NAPLAN. and the Check in Assessment. The impact will be the regular reflection of student data leading to improved effective data practices across the school . The data practices will support improvements in teacher practice and student performance in reading 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
Differentiation Percentage of teaching and learning programs that have embedded	<ul style="list-style-type: none"> An analysis of teaching and learning programs indicates 90% of staff have embedded evidence of data informed differentiated activities.

evidence of data informed differentiated activities is moving towards the schools identified target of 100%.	
Feedback and Consistent Teacher Judgement Percentage of teachers utilising a range of assessment data to make consistent teacher judgement for feedback to students is moving towards the schools identified target of 100%.	<ul style="list-style-type: none"> • An analysis of assessment tasks indicates that 90% of staff utilise a range of assessment data to make consistent teacher judgement for feedback to students.

Strategic Direction 3: Wellbeing Practices

Purpose

Create a positive school culture where students are known, valued and cared for and provide strategies to optimise students learning, behaviour and wellbeing. Develop effective partnerships with all members of the school community to collaborate and make informed decisions about student learning and wellbeing.

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.

- Proactive, Preventive and Effective Approaches Across the School
- Positive School Culture

Resources allocated to this strategic direction

Per Capita Funding: \$1,110.00

Aboriginal background: \$7,607.00

Summary of progress

PROACTIVE, PREVENTIVE AND EFFECTIVE APPROACHES ACROSS THE SCHOOL

Student Discipline and Behaviour Management Policy

Analysis: The evidence showed that the school's Student Discipline and Behaviour Management Plan was implemented from term 2 onwards. In term one, teachers were consulted and provided input during the developmental stages of the plan. Adjustments were made to the plan based on executive and teacher feedback. Teachers completed professional learning in: Fundamental of Classroom Behaviour, Zones of Regulation, PBL strategies, Understanding Behaviour and PAX Good Behaviour Game. Teacher feedback indicated that the Student Discipline and Management Plan could be successfully implemented and teachers felt that they had appropriate training to implement the plan. Parents were consulted about the new plan through the school email and newsletters. Parents were invited to attend a dedicated P&C meeting and provide feedback about the plan. The feedback from the school community was positive. The school rules and values were shared with students in term 2 and the expectation was that the rules and values would be clearly displayed in classrooms and be visible in playground areas. The rules are displayed in classrooms and the reflection room. The school is planning to have school values and rules displayed clearly in other prominent areas of the school in term 1 2022. Due to the COVID lockdown in term 3 and term 4, the PAX GBG has not been fully implemented across the school and this is planned for the beginning of term 1, 2022. In term 4, the school worked closely with the Safeguarding Kids Together (SKT) team in the following areas: reviewing school policies, delivering professional learning and providing consultation about additional support services to manage complex behaviour and student wellbeing issues. The successful collaboration over term four has led to a stronger implementation of school policies and procedures across the school.

Implications: To move towards achieving our progress measure we need to continue our collaboration with the SKT team to review our school discipline policy and procedures. We will need to review the policy with teachers, students and parents/carers to ensure consistency in the implementation of the policy. Further resources such as a behaviour flow chart and school signage will be developed to support the full implementation of the policy. Teachers will continue to engage with professional learning on complex behaviour management to support the mental health and wellbeing of students. The school will collaborate with the behaviour specialist and other support services to improve the learning and engagement of targeted students. A review of the policy and school data will be conducted each term to determine the impact of the policy in regards to consistent practice and improvement in student outcomes..

Learning and Support Procedures

Analysis: The evidence showed that the Learning and Support Team (LST) procedures were reviewed by the school executive and changes to current procedures were discussed.. In term one the LST meetings were scheduled each fortnight and the agenda was written up on Sentral. In this way, all members of the LST could add information and students to the agenda. Changes were made to the LST structure so that the meetings could be conducted more effectively. The LST team meetings would now be attended by the Principal, school counsellor and the LST coordinator. Feedback to teachers would be given through email by the LST Coordinator. Procedures were developed to ensure consistency in how teachers made student referrals to the LST. These procedures were going to be formalised so that all teachers were aware of interventions required before making a referral to the LST. In term 2, the school decided to release an AP off class once a week to conduct observations of targeted students to support LST processes. The AP

supported teachers in the design of IEP's , crisis and behaviour management plans as well as coordinating information from teachers, the school counsellor and parents/carers for Access Requests. Due to the COVID lockdown, the LST processes were not able to continue and in term 4 support was given to the transition back to school for students. The plan for 2022 is to strengthen LST processes to identify and support identified students with their learning and wellbeing..

Implications: To move towards achieving our progress measure we need to prioritise LST processes and share this with staff and parents/carers. Teachers need to implement appropriate interventions to support students learning and wellbeing prior to referrals to the LST. Once implemented, individualised learning plans need to be regularly updated and monitored to measure student progress. against their learning goals and make adjustments to their plans. Teachers will need to have scheduled communication and consultation with parents/carers about student learning and behaviour goals to maximise support for targeted students. Parents/carers will be consulted and supported to access external agency support for their child if this is a recommendation from the LST. The LST will expand their collaboration to work closely with the Home School Liason Officer (HSLO), Aboriginal Community Liason Officer (ACLO) and Delivery Support Services and external providers to ensure that students have access to appropriate support services to maximise their learning outcomes.

POSITIVE SCHOOL CULTURE

Aboriginal Education Initiatives

Analysis: The evidence showed that the Personalised Learning Pathways (PLP's) were developed in consultation with parents/carers and students at the beginning of the year. Students were able to set individual learning and personal goals and identify their personal strengths. Parents were invited to be part of the goals setting. The PLP's were referred to by teachers throughout the years though reflections with students throughout the year were not regularly scheduled. In 2022, the PLP's will be further embedded into teaching and learning programs and regular consultation will occur with parents and students about their progress towards their goals.

All teachers participated in professional learning led by the Aboriginal Education Officer (AEO) on Aboriginal Histories and Culture. Teacher feedback was positive about the PL and staff indicated that they would like to further their knowledge and engage in other professional learning. Due to COVID in term 3 ,the PL was not able to be delivered as planned. This will be re-scheduled in 2022. The school will investigate other Department of Education and community resources that are available to support Aboriginal students and their learning and wellbeing. The Safeguarding Kids Together (SKT) are supporting the school by seeking out agencies that could support the school in this endeavour.

Implications: To move towards achieving our progress measure we will continue to deliver high quality professional learning for all teachers on Aboriginal Education to ensure that all students are provided with quality teaching and learning that meets their literacy, numeracy and wellbeing needs. We will strengthen our partnership with our local Aboriginal Education Consultative Group (AECG) to ensure that have input into our school processes and can provide support for our school community about Aboriginal Education. Personalised Learning Pathways (PLP's) processes will be reviewed so that there is effective consultation in the development of the PLP's and scheduled monitoring of students learning goals to improve literacy, numeracy and attendance outcomes so that all students achieve expected growth.

Staff Wellbeing

Analysis: The evidence showed that teacher wellbeing sessions were prioritised especially in semester two with the COVID lockdown in term 3 and at the beginning of term 4. Teachers were given access to the the Positive School resources to manage their own and their students wellbeing throughout the year. Teacher wellbeing was impacted in semester two with COVID and teacher's required support to manage the challenge of providing remote learning to students. All staff were provided with an online wellbeing session run by Daniela Falecki in term 3 during the learning from home period. The focus was on recognising and prioritising their own wellbeing. There was a high level of participation and a positive response to the wellbeing session from all staff. In term 3 and 4 wellbeing resources were communicated and provided to staff through staff meetings and emails. There were regular check in's and all staff were provided with information about EAPS counseling . Staff were also encouraged to support colleagues during this period. The majority of staff reported that they had knowledge of how to access the Be You wellbeing sessions provided by the DET and many of the staff participated in the wellbeing sessions. throughout term 3 and 4. Staff attendance and participation in wellbeing sessions was high and positive responses were recorded by staff.

Implications: To move towards achieving our progress measures we need to continue to provide teachers and all staff with wellbeing strategies to manage and prioritise their mental health so that they can manage challenge, provide effective teaching, learning and support for their students and participate actively in school planning and programs. that lead to student improvement. The school will continue to collaborate with the Safeguarding Kids Together team to consult and implement processes for growth among teachers. Improvements in teacher wellbeing will have a positive impact on the whole school community.

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
<p>Attendance</p> <p>Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 84.1%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more is at 78.67% which is below the lower bound target of 84.1%.
<p>Positive School Culture</p> <p>Percentage of teachers that have embedded positive classroom and playground initiatives as explicitly described in the student management and discipline policy to create stimulating, engaging and safe environments for students is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> • Observations indicate that 90% of teachers have embedded positive classroom and playground initiatives as explicitly described in the student management and discipline policy to create stimulating, engaging and safe environments for students.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,253.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ermington West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Provision of personalised learning and support which is responsive to the individual needs of students. • SLSO's to provide support for targeted students so that they can achieve their individual goals. <p>The allocation of this funding has resulted in: Timetable of SLSO support implemented to support identified students who required support with literacy, numeracy and development of positive behaviour and social skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding is regularly reviewed for its impact on student learning and wellbeing. This will ensure that the funding is being utilised to support the individual needs of students so that they can achieve their learning and personal goals.</p>
<p>Socio-economic background</p> <p>\$38,078.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ermington West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Literacy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Funding allocation was reviewed to support smaller class implementation to support the literacy and numeracy needs of students. This has resulted in: Improvement in the percentage of Year 3 and 5 students achieving in the top two bands of NAPLAN reading. Improvement in the percentage of Year 3 and 5 students achieving expected growth in NAPLAN reading 77% of Year 3 and 5 students at or above expected growth in NAPLAN 91% of Year 3 and 5 students at or expected growth in NAPLAN</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure that the socio-economic funding is utilised to meet the specific needs of student based on school performance and wellbeing data. Funding will be used to provided resources that will give students equal access to the curriculum and promote learning growth for all students.</p>

<p>Aboriginal background</p> <p>\$8,707.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ermington West 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Literacy Practices • Positive School Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Development of PLP's and support for Aboriginal Students <p>Excursions, uniforms and other school activities</p> <p>Review and refine current PLP processes with support from the AEO</p> <p>Promote implementation of NAIDOC week resources into teaching and learning programs.</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>The Personalised Learning Pathways being reviewed and implemented across K-6 to ensure that they reflect the literacy, numeracy and wellbeing needs of students and students own personal goals.</p> <p>Students being supported with uniforms and other learning resources to engage them in learning.</p> <p>Planning time for teachers to review school processes and plan for further implementation of Aboriginal Education initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To deliver differentiated learning and support for Aboriginal students so that they can achieve expected growth in all learning areas. To provide support that will improve students performance especially in literacy and numeracy so that they can achieve their personal goals.</p>
<p>English language proficiency</p> <p>\$88,977.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ermington West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership through Collaboration • Reading and Literacy Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <p>EALD student progress in literacy and numeracy. Targeted support for students to improve their language development through smaller class sizes and differentiated teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To increase teacher capacity and confidence to design integrated units of work that reflect the needs of EAL/D learners and to transfer this practice</p>

<p>English language proficiency</p> <p>\$88,977.91</p>	<p>across all KLA's. Provide ongoing professional learning about EALD learning progressions and how this can be embedded in teaching and learning programs to support growth</p>
<p>Low level adjustment for disability</p> <p>\$74,856.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ermington West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Practices • Leadership through Collaboration • Reading and Literacy Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage AP off class to support the learning and wellbeing needs of students. <p>The allocation of this funding has resulted in: Increase of students achieving at expected growth in NAPLAN reading and literacy results. The school has achieved a more consistent approach to student learning and support interventions and an improved understanding among teachers of learning and support referral processes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning and support team and provide expert additional support for identified students through the LaST and trained SLSO's.</p>
<p>Literacy and numeracy</p> <p>\$20,046.87</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ermington West Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Literacy Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: the implementation of a targeted reading program across K-2 to explicitly teach reading skills. targeted support for stage 2 and 3 students who are performing below expected level in reading. The intensive approach has seen improvement in students engagement in learning and reading skills. Evidence can be seen in students results K-2 in phonological diagnostic assessments, Year One Phonics assessment and internal fluency and reading benchmark data. The percentage of students attaining upper bands in NAPLAN reading has increased from 2019 to 2021..</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide support for teachers in the implementation of structured individual and small group guided reading programs across K-6 and to record student progress against the Literacy Progressions in PLAN 2.. To provide staff with professional learning about the use of decodable readers in the classroom so that the readers can be successfully integrated into</p>

<p>Literacy and numeracy</p> <p>\$20,046.87</p>	<p>class reading programs to improve reading skills especially across K-2.</p>
<p>QTSS release</p> <p>\$34,644.46</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ermington West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: improved support for stage two students through smaller class sizes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to utilise funding to provide teachers with mentoring and support to deliver high impact teaching strategies within their classroom practice.</p>
<p>COVID ILSP</p> <p>\$87,516.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: the majority of students in the program achieving progress towards their personal learning goals in reading. students showing progress in the learning progressions sub elements of phonological awareness, phonics and understanding texts. improvement in student engagement in reading as evidenced by phonological diagnostic assessment data, Year one phonics assessment, internal bench marking and Check In Assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be: further engagement of expert staff to continue targeted small group intervention for identified students in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	85	82	94	80
Girls	86	97	95	90

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	93.8	88.8	93.8
1	93.2	93.6	90.4	93.4
2	92.9	92.7	90.5	95
3	93.7	93.7	87.1	95.2
4	93.4	95.3	87.3	91.4
5	91.4	89	87.9	93
6	94.7	91.1	86.6	93.4
All Years	93.4	92.8	88.5	93.5
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

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)	3
Classroom Teacher(s)	11.64
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher ESL	0.2
School Administration and Support Staff	2.02

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	257,697
Revenue	2,883,247
Appropriation	2,818,047
Grants and contributions	64,194
Investment income	207
Other revenue	800
Expenses	-2,856,352
Employee related	-2,627,623
Operating expenses	-228,730
Surplus / deficit for the year	26,895
Closing Balance	284,592

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.

	2021 SBAR Adjustments (\$)
Targeted Total	85,253
Equity Total	201,044
Equity - Aboriginal	8,707
Equity - Socio-economic	38,079
Equity - Language	79,402
Equity - Disability	74,857
Base Total	1,515,507
Base - Per Capita	46,592
Base - Location	0
Base - Other	1,468,915
Other Total	891,370
Grand Total	2,693,174

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.

Reading

In Year 3, 56.5% of students achieved in the top two bands of NAPLAN Reading.

In Year 5, 33.% of students achieved in the top two bands of NAPLAN Reading.

Numeracy

In Year 3, 30.4% of students achieved in the top two bands of NAPLAN Numeracy.

In Year 5 23..8% of students achieved in the top two bands of NAPLAN Numeracy.

To improve student performance in Reading and Numeracy there will be a strong focus on high impact teaching practices across the school.

Parent/caregiver, student, teacher satisfaction

Student Feedback

The results from the Tell Them From Me survey taken by students in Year 4, 5 and 6 in 2021 indicated that:

74% of students reported that they had advocacy at school compared to 73% of the State

76% of students felt a Sense of Belonging at school compared to 68% of the State.

92% of students felt that the school had Expectations for Success compared to 87% of the State.

Parent/Carer Feedback

Parent feedback indicated that parents/carers felt supported during the learning from home period. There was ongoing communication through emails, letters, newsletters about school operations and the organisation for learning from home. Parents were given the opportunity to collect devices from the school and were given assistance with the online learning platforms. Parents were able to communicate with their child's class teachers through the online platforms if further assistance was required. Information was shared by the school in regard to online parent/carers wellbeing sessions that were available for students and their carers. Teachers reported that parents were very positive about the learning programs that were delivered and the support given by teachers and the school.

Teacher Feedback

Teachers felt supported by the school and were given time and adequate resources to plan and program for online learning. There was ongoing communication between the school, AP's and class teachers to ensure that teachers and other staff felt supported with online platforms and working from home. Teachers also reported that the guided learning packages and other department resources were of high quality and were easily accessed and could be integrated into class programs. There was regular communication with staff through phone calls, Zoom meetings and the sharing of department resources to support staff wellbeing. Positive parent feedback also increased staff satisfaction during the learning from home period. Teachers were provided with time and support to transition to face to face learning in term four.

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 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

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.